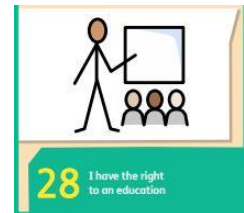
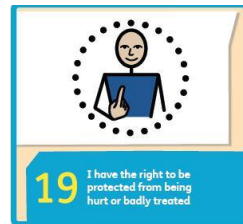
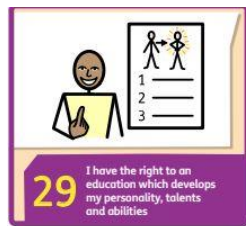




Fordbank Primary School and Flexible Learning Resource

Positive Relationships, Positive Behaviour Policy

UNCRC Articles:



Signed	Date	Date for review
Staff representative		
Parent Council		
Pupil Council		

Rationale

At Fordbank Primary School we aim to create a positive learning environment where all pupils, staff, parents and partners are treated with equality, fairness and respect. Every child has the right to be included and supported equitably regardless of social background, race, religion, gender, disability and sexual orientation. Our rationale reflects our school values of Hope, Equity, Achievement, Respect and Teamwork.

We recognise the strong link between effective learning and teaching and positive behaviour and we always strive to meet the learning needs of children. Our teachers engage in regular high-quality CLPL and Professional Enquiry to develop their own knowledge and skills resulting in a very good standard of learning and teaching across the school. Teachers work hard to motivate and engage learners and ensure that they assess and track progress regularly through our Attainment and GIRFEC (Getting it Right for Every Child) meetings.

At Fordbank Primary School, children are supported to manage their emotions and behaviour within a culture of mutual respect and nurturing relationships. It is recognised that behaviour is a means of communication and we work hard to encourage our young people to develop self-awareness, emotional literacy, social skills and self-regulation so that they are able to engage in restorative discussions about their behaviour and take the steps to make changes and mend relationships with support. These skills are given priority within our progressive Health & Wellbeing Programme. We also acknowledge, in line with Additional Support for Learning legislation, that social and emotional needs are a recognised additional support need and have created a positive ethos where all members of our school community are valued and cared for and where children are encouraged to take responsibility for their own behaviour and make positive choices with the appropriate support and guidance to meet their individual needs.



Managing and supporting challenging behaviour

Our staff aim to be positive role models to pupils and motivate and inspire every pupil to help them achieve their potential. Class management can have a significant impact on children's behaviour, and it is important that classrooms are well organised and that lessons well planned to ensure that all pupils are able to be included and access all aspects of learning. Learning environments should be safe and consistent and this is reflected in our displays around the school and classes. We worked in partnership to create our School Support Steps and Expectations which have been shared with parents/carers to ensure transparency and consistency of language and approaches. These apply to all areas of the school including the playground -

Our Support Steps

- Focus
- Reminder
- Time to Talk
- Thinking Break

Our Expectations

- Be Safe
- Follow instructions

- Use of Safe Adults where children identify key adults in the school to talk to at identified times or when they need support
- Consistent visuals about our Expectations and Support Steps displayed in all classes and around school
- Visual Timetables in all classes discussed with children at beginning of day to support routines and transitions

Managing Racist, Sectarian or Bullying Incidents

Teachers or other members of staff should speak with the SLT for further discussion/ investigation. It is important that the children involved are given the opportunity to learn from the incident and are able to restore or resolve the issue with support. The school will follow Renfrewshire Council's Anti-bullying Policy as well as Fordbank Primary's Respect for All Policy to inform and support investigations. The SLT will determine whether the incident requires to be formally recorded in line with council policy and/or recorded in the child's Pastoral Notes. Appropriate and timely action will be taken including discussions with parents/carers to bring about positive resolutions.

Helpful De-escalation Strategies

Almost all staff across the school have undertaken CLPL in relation to de-escalation approaches when managing behaviour. This is an ongoing priority in Fordbank Primary and is re-visited regularly as part of our improvement priorities. In summary, some useful strategies are –

- Try not to over-react or show annoyance to situations
- Use non – confrontational language such as “I need you to...”
- Use phrases of recognition, “I understand how you feel but...”
- Refrain from asking questions which invite a negative response such as “How many times have I told you? Who do you think you are?”
- Refrain from using phrases which invite a negative response such as “I’m sick of you...”
- Focus on giving directions
- Possible use of humour to diffuse
- Follow stepped intervention consequences in class, encouraging child to make ‘good choices’
- Ignore low level disruption if it has a positive affect
- De-escalation techniques
- Be Calm, speak in calm voice
- Restorative / Interpretation (helping pupil to understand the meaning of the situation)
- Negotiate
- Identify triggers/Hot spots
- Consider child’s self-esteem and avoid public shaming – always speak to children privately about any issues
- Provide a motivating and appropriate curriculum
- Value pupil’s abilities/achievements
- Recognise and communicate success
- Non-verbal signals, including visual aids as appropriate, e.g. PECs for individual pupils
- Smile!
- Recognise importance of body language
- Use eye contact
- Show genuine interest – corridor chat/word in passing
- Use praise – and mean it
- Humour (to defuse situation)
- Sincerity
- When discussing behaviour, stay with primary issue (i.e. the main problem!)
- Listen to all sides
- Take a restorative approach – how can the child learn from the incident? How can they make things better and support them to do so
- Direct discussion at behaviour, not at person
- Build relationships and trust